



## PART I - ELIGIBILITY CERTIFICATION

---

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

10	Elementary schools (includes K-8)
3	Middle/Junior high schools
3	High schools
1	K-12 schools
<b>17</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 8400

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 15 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	41	46	87	7			0
1	51	30	81	8			0
2	45	32	77	9			0
3	41	51	92	10			0
4	47	36	83	11			0
5	55	43	98	12			0
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>				518

6. Racial/ethnic composition of the school:

<u>1</u>	% American Indian or Alaska Native
<u>1</u>	% Asian
<u>6</u>	% Black or African American
<u>32</u>	% Hispanic or Latino
<u>7</u>	% Native Hawaiian or Other Pacific Islander
<u>53</u>	% White
<u>0</u>	% Two or more races
<u>100</u>	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 30 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	94
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	65
(3)	Total of all transferred students [sum of rows (1) and (2)].	159
(4)	Total number of students in the school as of October 1.	525
(5)	Total transferred students in row (3) divided by total students in row (4).	0.303
(6)	Amount in row (5) multiplied by 100.	30.286

8. Limited English proficient students in the school: 8 %

Total number limited English proficient 43

Number of languages represented: 2

Specify languages:

Spanish and Korean

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 334

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>5</u>	<u>5</u>
Total number	<u>33</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 25 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	95%	97%	98%	95%	96%
Teacher turnover rate	7%	5%	3%	16%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

94% Daily Attendance in 2004/5 - due to flu and colds that year.

16% teacher turnover in 2005/06 due to boundary changes/adjusting of staff.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u>          </u>	%

## PART III - SUMMARY

---

Sycamore Rocks Elementary School is one of ten elementary schools in the Apple Valley Unified School District and opened in 1995. We are a kindergarten through grade 5 school with both a state and county preschool and an autism class on campus. Our five hundred student population includes forty-three English Language Learners, sixty-three Gifted and Talented Education (GATE) students and fifty-four Special Education students. The mission of our school is to work together as a team to successfully empower all students to be lifelong learners. Academic areas are enhanced through the arts to help students learn to communicate effectively, build self-confidence, think creatively and grow to be productive citizens.

The Town of Apple Valley is located in the heart of the Victor Valley in the County of San Bernardino, at elevation of 3000 feet. In an area known as the "High Desert", Apple Valley is located 95 miles northeast of the Los Angeles metropolitan area, 140 miles north of San Diego, and 185 miles south of Las Vegas. Currently 72,000 residents live in Apple Valley with approximately 14,000 students in the Apple Valley Unified School District. Apple Valley's motto is, "A Better Way of Life".

Located in the northeast section of Apple Valley, Sycamore Rocks is definitely a rural area school. Ninety percent of our students are bussed to school each day. Our students come from a variety of backgrounds, with many being low income families. Parents are trying their best to work outside the home, still being supportive of the school and their children's education. Our families represent a cross-section of socio-economic levels and include families on the free lunch program. Sycamore Rocks is a school-wide Title I School.

Title I, ELL (English Language Learners), Special Education and GATE programs address the individual needs of our students. Our Student Study Team works with learning disabilities, and with social and emotional problems of students as well. Our students have done an excellent job of showing academic improvement starting with an API of 798 in the spring of 2005 to an API of 895 in the spring of 2009. These scores have also earned the school the Title I Academic Achievement Award. Sycamore Rocks School is also a third time recipient of the 'HONOR ROLL' award given by the California Business for Education Excellence Foundation, recognizing academic achievement.

Site based decisions have allowed the school to provide a variety of programs for students. Students are involved in the Renaissance Accelerated Reader and Math practice programs. K-3 classes use OPEN COURT Phonics, while grades 4-5 use SRA reading programs. All classes use the Houghton Mifflin Reading Series. Our Learning Center has been in place for twelve years. This center is available to all students as referred by their teachers. It was created to help meet the needs of students through individual tutoring, along with small group learning. Both remediation and enrichment take place in our Learning Center, which employs a full time teacher. All students are involved in weekly music classes with our Music Intervention Teacher. This, along with our Arts Rotation cycles, bring the four arts disciplines to all Sycamore Rocks students.

Students at Sycamore Rocks are rewarded for their hard work with the help of the PFO (Parent Faculty Organization) and community. Students receive certificates for good attendance and all students are able to receive recognition for meeting trimester reading goals. Trimester award assemblies are held to recognize student achievements, behavior and upper grade Honor Roll recognition. Students also receive recognition through poster contests entered, such as the Town of Apple Valley Calendar Art and the Martin Luther King Jr. poster contests. Students also have opportunities to be out in the community by attending fieldtrips each year.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. **Assessment Results:**

California's state assessment system includes both the Academic Performance Index (API) and Adequate Yearly Progress (AYP). The API, which assigns a score from 200 to 1000, is considered a growth model and all schools are expected to be 800 or above, as an indicator that students are making progress on the State Adopted Content Standards. Sycamore Rocks API climbed to a score of 895 in the spring of 2009, starting in 2005 at 798. California also adopted a performance indicator AYP based on the quintiles of Far Below Basic, Below Basic, Basic, Proficient and Advanced. Students are considered to have met "standard" for their grade. AYP is a target set at Proficient which all students are expected to reach by 2013-14.

The analysis of five years of data shows Sycamore Rocks School has improved student performance while closing the achievement gap between the White, Hispanic and Socio-Economically Disadvantaged subgroups. The two largest subgroups on the campus are the White and Socio-Economically Disadvantaged groups. Data from grades two, four, and five have significant subgroup gains for Socio-Economically Disadvantaged and Hispanic students. These same subgroups in grade three show inconsistent gains over the same time period, however the same trend is seen statewide and is believed to be attributed to a test format change between the second grade and third grade. The grade two test has teachers read questions to students, while the grade three test is completed independently and, historically, third grade scores decline. However, as a cohort group, these do not show the same trend in following years on subsequent tests.

The difficulty of the adopted California State Standards increase with each grade level. With this in mind, students in grades four and five have had the most gain of all students on campus regardless of their subgroup. In English Language Arts, 86 percent of students in grade four are scoring proficient or above, and 93 percent of students are proficient or above in Mathematics. In fifth grade 73 percent of students are proficient or advanced in English Language Arts and 82 percent in Mathematics. When looking at the school-wide scores, the state average in English Language Arts is significantly lower at 52 percent proficient or advanced compared to Sycamore Rocks 74 percent and in Mathematics 54 percent for the state compared to 84 percent at Sycamore Rocks.

Though 76 percent to 90 percent (dependent on grade level) of students score proficient or advanced on State English Language Arts Standardized Tests, the school shows even greater gains in Mathematics, with 74 percent to 95 percent (dependent on grade level) scoring proficient or advanced.

Sycamore Rocks Elementary School has made Adequate Yearly Progress (AYP consistently for the last five (5) years (04/05; 05/06; 06/07; 07/08; 08/09). Assessments for Sycamore Rocks Elementary School can be found at the following address: <http://star.cde.gov/>

### 2. **Using Assessment Results:**

Improvement and student success occurs through planning, monitoring and adjusting throughout the school year at Sycamore Rocks Elementary School. The assessment and planning process starts at the beginning of each school year, with teachers meeting for a full day of planning in the fall to review state test results, study content standards and blueprints, and determine individual and grade level needs. STAR reading and math assessments are given at the beginning of the year in grades 1-5 to determine base levels of students in reading and math. Students are reassessed each trimester, along with taking benchmark assessments. Student growth is monitored through daily work and use of assessment data. Students needing intervention or enrichment are identified. Teachers provide the principal with a list of "at risk" students by the first trimester, along with Individual Learning Plans written based on needs.



Collaboration and planning are the keys to meeting the needs of all students. Monitoring and adjusting instruction to meet their needs is a continuous activity. Teachers are able to meet during grade level meeting time and during scheduled planning days to discuss data and needed adjustments. Our data management system (Data Director) gives teachers the information to drive instruction to improve student achievement.

Examples of adjusting curriculum for students include: Placing a child in our reading intervention program through the Learning Center for improvement in comprehension skills or phonics skills; sending students to the Learning Center for math remediation in math facts or fractions. School-wide data showed in grades 2-5 that writing strategies continued to be lower on state tests than other areas. The district adopted a new writing program to assist with this district-wide issue. Sycamore Rocks also continued to spend additional time on writing strategies and conventions. Our writing scores showed positive results on both benchmark and state-wide testing going from a mean average in writing strategies (2-5) of 58% in 2006 to 68% in spring 2009.

Science also became a focus as we reviewed our state testing results for fifth grade. The spring 2006 fifth grade state assessment in science showed an average of 50 percent at or above proficient. A higher concentration on school wide science and use of science standards, with additional support from the district teacher on assignment has raised our science scores. Fifth grade state science assessments have currently raised to an average of 85 percent at or above proficient.

### **3. Communicating Assessment Results:**

Student performance is shared with students, parents and the community in a variety of ways. Ongoing communication is in place throughout the school year between students and their teachers. A more formal parent/teacher conference takes place each November. Students below grade level and making little to no progress through provided interventions will become involved in the Student Study Team (SST) process. An SST will be held with the parents and staff team to communicate strengths and weak areas. A plan of action will be written for the student with follow-up in place.

Parents receive information during the school year through our Back to School Nights, Family Nights and Kindergarten orientations. During these meetings or events, parents receive information on our district standards, view student work and participate in activities. Trimester report cards, newsletters and notes are sent home to give information about school wide assessment results, along with our web site. A brochure of school expectations and standards is provided to each parent and a user friendly report card handbook is distributed to parents. Student progress reports are sent to parents at least monthly. Another avenue for communicating information about student performance is through our School Site Council, Parent/Faculty Organization, ELL Parent Meetings and Title I Advisory meetings. Award assemblies also communicate to parents through the recognition of academic excellence at least four times per year.

### **4. Sharing Success:**

Sycamore Rocks continually shares information about the school's successes through our district and school web site. For example, information is posted concerning school activities and student awards. School grade level meetings and district curriculum meetings are additional methods of sharing success.

Our district Teaching and Learning meetings and monthly principal meetings serve as a way for principals to discuss successes with other principals. Our students also annually share information about the school at school board meetings. Inviting other schools to visit and discuss our school activities and successes is another way we share information. Sycamore Rocks School was visited this past year by staff from another district school, wanting to see for themselves how our school operates and what programs are in place in the classrooms. We have also been asked, in prior years, to go to other schools to teach an area of the arts during special days since our school is well known as an arts focused school.

Teachers throughout the district are also able to share information during district grade level meetings during minimum days. For example, teacher leaders from each school meet with our district math Teacher on Assignment regularly to review assessment results and discuss trends and needs. The leaders have time to talk about site issues and successes at the same time. Our mentor teachers also meet with other mentor teachers and visit other sites to share successes and assist new teachers.

School successes are also communicated through student performances and projects. Our annual site and district science fairs show off student projects to parents and community members. Our arts fair showcases student work through live performances and art displays, and our annual drama production again communicates our students successful work.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Sycamore Rocks School offers all students a standards-based, balanced curriculum that challenges all students including ELL, GATE and Special Needs. The district ensures that sufficient current textbooks and materials are available to support the instructional program. All students have their own textbooks in core subjects for use in the classroom. Weekly lesson plans include documentation showing that all lessons are based on state/district standards. These plans are reviewed weekly by the principal. Regular and full day planning meetings are provided to allow teachers to review and align curriculum to state standards.

The Houghton Mifflin Series is the current adopted series for Language Arts. All students in the school learn from the series, and all staff received staff development in learning to use the components of the series. Open Court Phonics is also used by grades K-3 to help build a strong phonics foundation. Classes are involved in daily reading, writing and language skills using the text and supplemental materials. Students are able to read at their level using the Renaissance program which helps with reading practice and comprehension. All students have set reading goals and receive recognition as goals are met.

EnVision by Scott Foresman-Addison Wesley is the newly adopted math series throughout the Apple Valley Unified School District. This series is based on the state standards. The curriculum begins with number concepts, math facts and computational skills, and includes problem solving and reasoning. Students are involved in whole and small group learning settings, and are taught to use manipulatives such as unifix cubes, counters and clocks.

Social Studies (K-5) programs include the study of working together, cultural diversity, the community and the study of the state and nation. Our district currently uses the adopted series of California Vistas by Macmillan/McGraw Hill for grades K-2 and History-Social Sciences for California by Scott Foresman for grades 3-5. All students are exposed to the core curriculum units, with a variety of activities provided to challenge students. For example, grade 5 attended a one day field trip on the reenactment of the Civil War, and grade 3 attended a community involved trip concentrating on our local history.

Our Science instruction is supported through the Scott Foresman "California Science Series". Life, Physical and Earth sciences are studied through the use of the Scientific Method. Students are involved in hands on activities and have the opportunity to participate in our annual Science Fair. Examples of lessons include: the study of bugs in Kindergarten and the study of the human body in grade 5.

Enriching our daily curriculum with the Visual and Performing Arts strengthens our program and supports our vision of involving all students in the arts. All students at Sycamore Rocks School receive instruction in the arts. All students participate in arts rotation classes in art, drama and dance taught by regular education teachers. All students also participate in weekly music intervention classes. Music lessons integrate academic subjects. Students are involved in multi-cultural activities where they learn the history of music, world rhythms and holidays around the world. They are involved in standards-based lessons, being challenged to create rhythm, sing and clap out songs and play a variety of musical instruments. Lessons in dance also coincide with physical education K-5. The Presidential Fitness Program is also a part of our Physical Education Program.

The Library Technician works with staff to see that technology at Sycamore Rocks is up and working with software in place in each classroom or mini lab, making teaching and learning with the use of technology a smooth process. Computers are placed in all classrooms for quick access on a daily basis without waiting to

visit a lab once or twice a week. Programs such as Accelerated Reader and Math programs are networked on the school's computer system, making results available for instant reporting.

The school's library is stocked with over 15,000 books that are available for students to checkout. Additional books are placed in baskets and rotated to grade level classrooms for use in the Accelerated Reader Program. The library contains a collection of videos and tapes for classroom use that tie into curricular areas.

Character traits are reinforced schoolwide at Sycamore Rocks. You will hear the word of the week announced with follow-up taking place in classrooms. Character traits such as caring, citizenship, fairness, respect and responsibility are reinforced through discussions, modeling and curricular integration. The classroom curriculum helps to reinforce character traits through language arts readings, social studies and music. Positive character traits are also modeled as teachers use positive techniques from the Love and Logic concepts that have been presented to staff in past years.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Reading can take place when the parts are put together in a smooth performance. With this in mind, our staff ensures that our standards based reading program includes a variety of components, using the Houghton Mifflin Reading Series, along with the Open Court Phonics series. Using the phonics series was a site decision made several years ago, seeing a need to strengthen phonics instruction in the lower grades.

Language development and listening skills continue to be emphasized in the lower grades. Students hear and read quality literature. Students are provided with a variety of learning activities: listening, reciting, writing, use of dictionaries, Science Research Associates series (SRA), Multiple Skills and daily language development. Shared reading and writing, guided reading and writing, journaling and literature circles all work toward enhancing our reading program.

Practice is also a large part of our program, with students being able to be involved in the Accelerated Reading Practice Program. Independent reading is encouraged in all grades. The use of the Reading Renaissance program encourages this with an assessment piece built into the practice program. In the early grades, students read with an adult until they are ready to read on their own. Third, fourth and fifth grade students read more independently. Students are recognized for the number of points they receive as they set goals and read each trimester. State reading comprehension scores show that Sycamore Rocks students are continuing to show progress in reading comprehension. Scores in grades 3, 4 and 5 increased from an overall 58 percent in 2004 to 71 percent in 2009, increasing at each grade level.

Writing is emphasized through the district-wide writing program designed by consultant Steve Dunn. Students are involved in daily writing, word wall development, drafting, editing and publishing. Teachers have been trained through writing workshops to provide daily model lessons to emphasizing high frequency words, phonics rules and sentence structures in grades K-3. Grades 4 and 5 continue on with writing personal narratives, summaries, response to literature and persuasives. Teachers also use writing rubrics to monitor student progress including above standard, at standard, approaching standard and far below standard..

Monitoring and adjusting is an important part of our reading program. Daily observation and collections of work along with Early Literacy assessments, STAR assessments, Running Records and trimester benchmark tests help to monitor student progress. Data is used to help teachers detect which children are falling behind in classroom instruction and are candidates for intervention. Individual Learning Plans are written for "at risk" students. Examples of intervention include use of "Read Naturally" to increase fluency, "SRA Multiple Skills" to increase comprehension and small group decoding skill building. Guided reading groups are also in place along with book buddies and some cross-age tutoring.

Recognizing student success is also a part of our reading program. All students have set reading goals and are recognized for meeting their goals. Students are also recognized for points earned using the reading practice program. Students receive reading certificates signed by the principal for meeting challenges of Ready Reader, Independent Reader, Rising Reader, Super Reader, Advanced Reader, Star Reader, Classic Reader and Honors Reader. Students are also recognized for their achievements during award assemblies.

### **3. Additional Curriculum Area:**

We take pride in being able to offer our students instruction in the Visual and Performing Arts. Our Visual and Performing Arts program was developed from our mission statement which says in part, "all academic areas will be enhanced through the arts to ensure that students will learn to communicate effectively, build self-confidence, think creatively and grow to be productive citizens in an ever-changing community." Our climate is enhanced through the arts with students, staff and parents being able to see, hear and feel the presence of the arts on campus. When you arrive at Sycamore Rocks you will hear music playing on outdoor speakers. As you enter the office you will see a display of pictures of staff and students, and view students involved in activities displayed on the large T.V. screen. This helps to set the tone and encourage students and staff to do their best.

All students, including ELL, GATE and Special Needs students receive instruction in the Visual and Performing Arts. Our music intervention class is staffed by a full time music intervention teacher and students receive weekly music instruction. This program was designed to ensure that all students be involved in music education, not only receiving isolated music instruction, but music integrated into the different subjects. Students are involved in active, hands on learning in the music intervention classes. You will see students participating in standards based lessons, reading stories, role playing, and adding music to language arts activities. Students will be learning to read music, participating in singing activities and playing music on keyboards. Students will also be learning about composers.

Students are also involved in ARTS ROTATION classes during each trimester, being involved in visual art, music, dance and drama. These classes ensure that students are involved in isolated lessons in the four arts disciplines. Our school culminates its arts program each year with an annual Arts Fair where parents and the community are invited to participate in hands-on arts activities, paint a community mural, bid on student art work at an auction, walk through a student art gallery, watch students performing and enjoy the cultural activities taking place. Students in grades 3-5 also have the opportunity to be involved in a yearly musical. Our musical for 2010 is the production of "Annie". Lower grade students are also involved in mini musical productions giving students opportunities to be on stage.

### **4. Instructional Methods:**

Our expectation is that at the end of the year, data will show the progress and achievement of each student. To make this happen, our teachers use a variety of strategies, materials and methods to meet the needs of our students.

As you begin your day at Sycamore Rocks School you will see thirty to forty students arriving early for before school reading classes to strengthen skills. You will see students reading in small groups with teachers or parents, students reading with book buddies and others reading and taking Accelerated Reader tests on the computer to test comprehension. You will see students participating in SRA remedial reading groups and also see whole group instruction taking place. Moving on, you will see students writing in journals and others working on storyboards on the carpet, with others participating in decoding lessons. Teachers address different learning styles by presenting instruction orally, in writing, using visual aids, and integrating the Visual and Performing Arts into their lessons.

Math class observations will show students working in whole group and small group settings. Students will

be involved in standards based lessons working independently and using manipulatives such as counters, unifix cubes and clocks. You will see students involved in Touch Math and others using Accelerated Math. The Learning Center will provide one-on-one and small group learning for those needing skill building in specific math areas, and students identified with disabilities may be in the Resource room receiving additional instruction.

Science classes are being taught based on standards in Physical Science, Earth Science and Life Science. Students are able to work in small groups and become involved in experiments. All students in grades K-5 are learning the scientific process with science fair projects, being submitted in February for the annual site and District Science Fairs.

When visiting the Music Intervention Classes, which all students attend, one will see a variety of active learning. Students will be listening to stories, playing musical instruments, reading music, learning keyboarding skills and moving to music. Arts Rotation is another component of our Arts program. Each trimester you will see students taking part in art, music, drama or music activities on Fridays for three cycles each year. Teachers were trained through our past Artist in Residence Program, and now are able to comfortably teach standards based arts lessons. You will see students learning about self space in dance class, students learning about Van Gogh in Visual Art and students role playing in drama class.

Our Gifted and Talented students have additional opportunities to be challenged by attending musical keyboarding classes. Special units taught in the Learning Center in the areas of science and social studies are also offered to GATE students.

Our writing program used by all K-3 teachers to instruct students teaches techniques to become proficient writers. Moving from class to class, you will observe students involved in the writing process, seeing a progression of skills from grade to grade. Teachers have opportunities to work with the consultant and view and participate in model lessons and coaching activities within the classroom. As observers move from grade to grade, they will see how students have become proficient in creating story boards, writing paragraphs, editing and publishing results.

## **5. Professional Development:**

Apple Valley Unified and Sycamore Rocks Elementary School provide professional development services that impact student success. Our professional development is customized to address the needs of students and teachers. School site staff development is tailored to the site and staff needs, through weekly staff meetings, grade level meetings, minimum day inservices and out of district workshops. Examples of past inservices that helped to enhance student learning include training in using newly adopted textbooks, Reading Renaissance and use of standards in the arts and academic subjects.

Our teachers on assignment and district consultants have continued to work with our staff, meeting with both district grade level teams and site grade level teams to improve the teaching and learning process. Examples include meeting together with district wide grade level teams to align the curriculum, meeting with site teams to model science lessons and designing pacing charts for each grade level in mathematics.

Through the use of data, we select additional trainings based on student performance. We attend district offered trainings in Language Arts, Math and Science and bring teachers on assignment in to help give teachers strategies in different academic areas. For example, our Teacher on Assignment in Science has provided inservice to our teachers in and out of the classroom, modeling for teachers and giving them confidence in how to include hands on learning in science class. This has brought more enthusiasm to teachers which, in turn, brought enthusiasm to students. Results include higher test scores in science in our upper grades.

In addition, the Apple Valley Unified School District provides teachers with professional development inservices to address district-wide objectives. Examples include the Steve Dunn writing program used throughout the district, technology and classroom management.

We have found that the best professional development of all is the collaboration among staff members. Teachers working and planning and learning together with the help of consultants and specialists, along with continuous follow up, gives the best results schoolwide. Examples of this include working together and implementing our arts program and our writing program. Our "Healthy Play" activities which were implemented several years ago to enhance good behavior with the help of out of district presenters, is another example of how professional development made an impact on students.

## **6. School Leadership:**

Sycamore Rocks Elementary School leadership has been under the same principal for the past fifteen years. The leadership team is made up of the School Site Council, along with grade level leaders, Learning Center and Music Intervention teachers, GATE Coordinator and Student Study Team. Our Parent Faculty Organization (PFO) is also a part of the decision making process. All work together with the staff toward our school vision of student success.

Site involved decision making is in place throughout the year. Teachers work together in grade level teams to make recommendations based on student needs. For example, a decision was made to use Open Court Phonics as a supplemental program to strengthen phonics. Continuing with our music intervention was a site based decision, and the purchase of LCD projectors to enhance learning was based on a decision made by the staff.

Faculty meetings are devoted to “improving student success,” focusing on areas of best practices to use based on student performance. Each month, teachers meet with grade level colleagues to discuss issues pertaining to their specific age group. Each year the principal meets with individual teachers to review student data and discuss student progress and needs, making sure that teachers have what they need to build student success.

All teachers are leaders at the school working together to build a positive climate for motivating students through schoolwide routines and events. Schoolwide goals including reading goals for all students are in place and monitored by teachers. Schoolwide award assemblies for citizenship, academics and behavior are also set routines. Teachers are continuously leading our yearly family nights, science and arts fairs and grade level meetings.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: STAR-California Standards Test

Edition/Publication Year: 2004-2009

Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	77	73	84	74	67
% Advanced	50	46	62	48	30
Number of students tested	78	95	94	109	127
Percent of total students tested	100	99	97	98	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	2	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	74	71	79	69	58
% Advanced	48	39			22
Number of students tested	46	62	61	65	79
<b>2. African American Students</b>					
% Proficient plus % Advanced				44	27
% Advanced				44	1
Number of students tested				16	15
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	79	80	79	68	56
% Advanced	55	38			30
Number of students tested	29	24	33	28	30
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				42	27
% Advanced				17	3
Number of students tested				12	15
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			70		
% Advanced			50		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	50	67	70	82	78
% Advanced	51	69	86	61	37
Number of students tested	39	58	52	56	78

Notes:

Empty spaces show that the number of students tested amounted to under 10 students.

The largest other subgroup = White (not of Hispanic origin).



Subject: Reading Grade: 2 Test: STAR-California Standards Test  
Edition/Publication Year: 2004-2009 Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	64	73	64	45
% Advanced	27	27	38	29	9
Number of students tested	78	95	94	110	127
Percent of total students tested	100	99	98	99	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	2	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	67	64	71	53	33
% Advanced	28	27	30	26	3
Number of students tested	46	62	61	66	79
<b>2. African American Students</b>					
% Proficient plus % Advanced				38	7
% Advanced				19	0
Number of students tested				16	15
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	73	59	69	46	40
% Advanced	21	17	24	14	0
Number of students tested	29	24	33	28	30
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				33	13
% Advanced				8	3
Number of students tested				12	15
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			70		
% Advanced			20		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	66	67	77	17	54
% Advanced	33	36	50	40	13
Number of students tested	39	58	52	57	78

Notes:

Empty spaces show that the number of students tested amounted to under 10 students.

The largest other subgroup = White (not of Hispanic origin).

Subject: Mathematics

Grade: 3 Test: STAR-California Standards Test

Edition/Publication Year: 2004-2009

Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	73	76	69	66	68
% Advanced	46	43	43	34	40
Number of students tested	96	91	109	131	117
Percent of total students tested	93	96	99	99	100
Number of students alternatively assessed	7	3	1	0	0
Percent of students alternatively assessed	6	3	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	66	71	65	60	60
% Advanced			35	32	31
Number of students tested	58	59	71	81	70
<b>2. African American Students</b>					
% Proficient plus % Advanced				30	47
% Advanced				12	20
Number of students tested				17	15
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	46	68	68	72	64
% Advanced	25	32	41	44	27
Number of students tested	28	34	37	32	22
<b>4. Special Education Students</b>					
% Proficient plus % Advanced			46	0	36
% Advanced			13	0	12
Number of students tested			15	15	25
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			50		
% Advanced			20		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	87	84	75	69	74
% Advanced	58	53	49	35	47
Number of students tested	55	51	53	78	73

Notes:

Empty spaces show that the number of students tested amounted to under 10 students.

The largest other subgroup = White (not of Hispanic origin).

Subject: Reading Grade: 3 Test: STAR-California Standards Test  
Edition/Publication Year: 2004-2009 Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	59	55	51	37	43
% Advanced	21	11	12	10	10
Number of students tested	94	91	109	131	117
Percent of total students tested	91	97	99	99	100
Number of students alternatively assessed	9	3	1	0	0
Percent of students alternatively assessed	8	3	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	50	53	42	32	31
% Advanced			13	5	7
Number of students tested	56	59	71	81	70
<b>2. African American Students</b>					
% Proficient plus % Advanced				18	27
% Advanced				6	0
Number of students tested				17	15
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	42	41	41	34	32
% Advanced	15	3		9	0
Number of students tested	26	34	37	32	32
<b>4. Special Education Students</b>					
% Proficient plus % Advanced			34	0	24
% Advanced			7	0	4
Number of students tested			15	15	25
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			20		
% Advanced			0		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	76	65	66	45	52
% Advanced	29	18	11	12	15
Number of students tested	55	51	53	78	73

Notes:

Empty spaces show that the number of students tested amounted to under 10 students.

The largest other subgroup = White (not of Hispanic origin).

Subject: Mathematics

Grade: 4 Test: STAR-California Standards Test

Edition/Publication Year: Educational Testing Service Publisher: 2004-2009

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	71	45	64	54
% Advanced	64	38	29	36	25
Number of students tested	75	97	102	125	131
Percent of total students tested	93	94	100	100	99
Number of students alternatively assessed	5	6	0	0	1
Percent of students alternatively assessed	6	6	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	94	66	66	58	47
% Advanced	57	34	35		
Number of students tested	49	73	65	74	74
<b>2. African American Students</b>					
% Proficient plus % Advanced				35	29
% Advanced				14	
Number of students tested				14	14
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	93	67	68	56	36
% Advanced	56	31	34	24	
Number of students tested	27	36	32	34	25
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		60	28	58	29
% Advanced		27	14	27	
Number of students tested		15	14	74	14
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	95	70	83	72	64
% Advanced	71	43	53	44	
Number of students tested	42	47	60	71	87

Notes:

Empty spaces show that the number of students tested amounted to under 10 students.

The largest other subgroup = White (not of Hispanic origin).

Advanced scores for 04/05 not available for some subgroups.

Subject: Reading Grade: 4 Test: STAR-California Standards Test  
Edition/Publication Year: 2004-2009 Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	75	69	51	55
% Advanced	41	41	32	29	18
Number of students tested	75	97	102	125	131
Percent of total students tested	94	94	100	100	99
Number of students alternatively assessed	5	6	0	0	1
Percent of students alternatively assessed	6	5	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	90	68	57	43	50
% Advanced	37	32	26		
Number of students tested	49	73	65	74	74
<b>2. African American Students</b>					
% Proficient plus % Advanced				35	14
% Advanced				21	
Number of students tested				14	14
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	85	69	56	32	40
% Advanced	33	28	25		
Number of students tested	27	36	32	34	25
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		46	21	44	14
% Advanced		13	14	22	
Number of students tested		15	14	74	14
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	85	79	82	62	66
% Advanced	45	51	37	44	
Number of students tested	42	47	60	71	82

Notes:

Empty spaces show that the number of students tested amounted to under 10 students.

The largest other subgroup = White (not of Hispanic origin).

Advanced scores for 04/05 not available for some subgroups.

Subject: Mathematics

Grade: 5 Test: STAR-California Standards Test

Edition/Publication Year: 2004-2009

Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	78	74	51	47
% Advanced	38	35	25	29	13
Number of students tested	90	102	102	125	104
Percent of total students tested	92	98	100	100	100
Number of students alternatively assessed	8	2	0	0	0
Percent of students alternatively assessed	8	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	82	74	68	58	57
% Advanced	37	32	17		19
Number of students tested	60	69	65	74	68
<b>2. African American Students</b>					
% Proficient plus % Advanced			50	42	43
% Advanced			8	21	
Number of students tested			12	14	14
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	82	76	65	43	55
% Advanced	33	38	11		
Number of students tested	33	32	28	35	31
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	90	75	46	13	12
% Advanced	40	0	8	0	6
Number of students tested	10	12	13	16	17
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced				36	
% Advanced				9	
Number of students tested				11	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	89	86	81	57	63
% Advanced	42	36	35	31	
Number of students tested	43	56	60	81	57

Notes:

Advanced scores for 2004-5 subgroups were not available. Proficient plus advanced are listed.

Empty spaces show that the number of students tested amounted to under 10 students.

Advanced scores for 04/05 not available for some subgroups.

Subject: Reading

Grade: 5 Test: STAR-California Standards Test

Edition/Publication Year: 2004-2009

Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	73	63	51	39	47
% Advanced	28	19	16	11	13
Number of students tested	89	102	102	135	104
Percent of total students tested	90	98	100	98	100
Number of students alternatively assessed	9	2	0	1	0
Percent of students alternatively assessed	9	2	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	73	58	40	43	43
% Advanced	20	12	12		9
Number of students tested	59	69	65	74	68
<b>2. African American Students</b>					
% Proficient plus % Advanced			50	28	29
% Advanced			8	14	
Number of students tested			12	14	14
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	58	66	36	26	45
% Advanced	18	13	4		
Number of students tested	33	32	28	35	31
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		50	16		
% Advanced		8	8		
Number of students tested		12	13		
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced				0	
% Advanced				0	
Number of students tested				11	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	81	66	58	48	54
% Advanced	38	25	21	12	
Number of students tested	42	56	57	81	57

Notes:

Empty spaces show that the number of students tested amounted to under 10 students.

The largest other subgroup = White (not of Hispanic origin).

Advanced scores for 04/05 not available for some subgroups.